



Electronic Data Reporting Template Closing the Gap Results Report (Small Group)

School: Eastmont Middle School

Target Group: 10 At-Risk students

Target Group selection is based upon: Two or more F's after the 3rd week of school

Key Word: At-Risk

ABSTRACT

At Eastmont Middle School we identified and targeted 10 students that were failing two or more core classes by the end of the 3rd week of school. We introduced a weekly monitoring system, math tutoring, and after school enrichment to make up missing work. After the end of the 1st quarter the students were also assigned mandatory teacher enrichment after school, if they were not attending enrichment on their own. Modes of measurement consisted of tracking weekly scores for a total of 28 weeks. The students for this study were coded numerically and their scores recorded weekly. The student's current simple GPA was graphed at the start of the study, end of quarter 1, end of quarter 2, end of quarter 3 and the completion of the study at week 28. Results showed that 40% of the student's GPA's had increased by the end of the study as compared to their starting score. Overall, every student increased their score at some time during study, but not all of them were able to maintain the increase.

PROJECT DESCRIPTION

Introduction

The Eastmont Middle School DRSI's that apply to our project are:

Life Long Learner – a student who initiates own learning by setting goals and developing individual learning skills that will help achieve those goals.

Responsible Citizen – a student that recognizes and respects diversity and differences in others and assumes responsibility for personal actions.

The Utah CCGP Student Outcomes that apply to our project are:

AL:A2.1, AL:A2.2, AL:A3.1, AL:A3.2, PS:B1.1, PS:B1.2, PS:B1.3

Participants

- 10 At-Risk students
- 10 At-Risk students identified as failing two or more core classes by the end of the third week of school.

Method

Guidance interventions: Weekly monitoring of each student, encouraging daily use of student planner, weekly review of missing assignments on Power School, asking students to assume responsibility for making up late and/or missing assignments, teaching students study skills, assigning students to after school mandatory enrichment to work on missing assignments, and attending before school math tutoring.

Resources: Teachers –provide encouragement, teacher interventions, enrichment, and math tutoring.

Counselors – assist the student by weekly monitoring of Power School, planner use, encouragement, organization skills, building self-esteem, parent phone calls, and assigning mandatory enrichment.

Project dates: Start - September 12, 2008

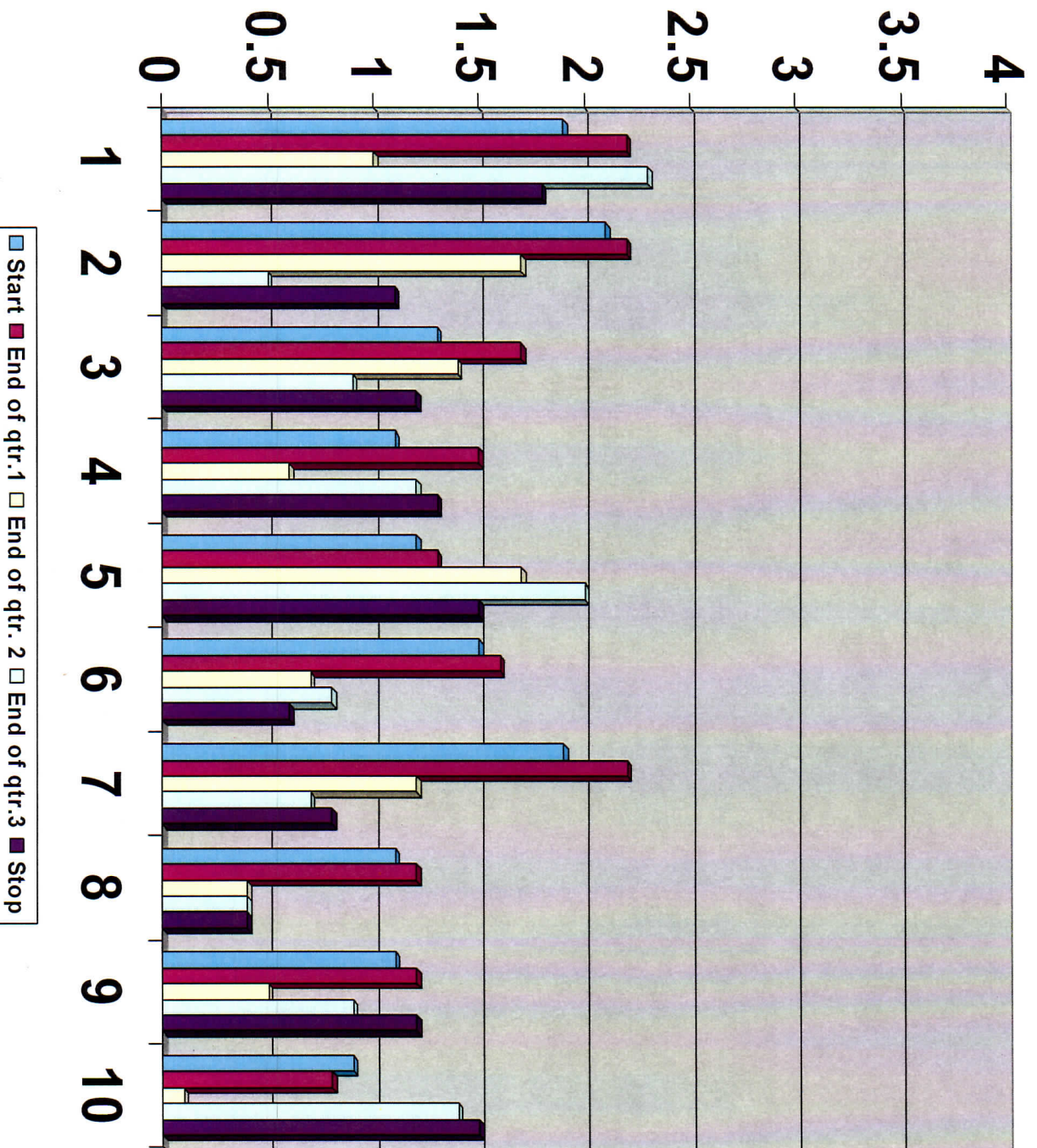
End - May 6, 2009

Evaluation methods: Data – tracking each student's weekly current simple GPA for 28 weeks. Coding and graphing the current simple GPA from September 6, 2008 until May 6, 2009.

Counselors: Neil Fockel and Julie Taucher

Curriculum and materials used: Student planner, study skills handouts, teacher/ parent emails, weekly monitoring, Power School printouts, math tutoring, teacher enrichment and ISS.

Eastmont Middle School - Students with 2 or more F's



DISCUSSION

Out of the 10 students identified with two or more F's at the beginning of the study, 4 ended the study with their current simple GPA higher than the GPA recorded at the starting date. In addition, all of the students increased their overall GPA at some time during the study, but 6 of them were unable to maintain the grades.

The interventions may have been effective for 4 of the 10 students enabling them to improve or at least maintain their grades. Unfortunately, even with mandatory enrichment assigned, the interventions did not consistently motivate the students to improve each week and their scores fluctuated from week to week.

The students as a group were more aware of missing assignments, teacher enrichment, math tutoring and the components of Power school. Most of the students tried to complete missing assignments to avoid attending mandatory after school enrichment.

Our school policy is that for every three missed mandatory enrichment sessions, the student is assigned 1 day of In School Suspension (ISS).

Additional interventions and monitoring could be employed next year.

The data does not show: 1 student referred for Special Ed testing.